

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



Pam Stewart, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: KERNAN TRAIL ELEMENTARY SCHOOL

District Name: Duval

Principal: Deborah Appelman

SAC Chair: Joe Snyder

Superintendent: Ed Pratt-Dannals

Date of School Board Approval: November 5, 2012

Last Modified on: 11/9/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Deborah Appelman	BA-Elementary Education, University of North Florida; MAT- Educational Technology, Webster University; Florida Department of Education Certificate: School Principal	3	3	When arriving at Kernan Trail Elementary in 2009, I supported the principal, as the assistant principal, in developing and implementing a comprehensive plan to assist Kernan Trail in maintaining a school grade of an "A" and meeting Adequate Yearly Progress (AYP). Within our first year at KTE, teacher instructional schedules were readjusted, content subject PLCs were introduced and teachers were making instructional decisions based on student data. In 2010, 2011, and 2012, the school focused on student growth using data to drive instruction and continued to maintain the "A" status and meet AYP. 2009-2010 R-79% M-70% W- 84% S-65% RG-69% MG-55% BQRG-65% BQMG- 56% AYP not met. 2010-2011 R-82% M-85% W-69% S-61% RG- 66% MG-68% BQRG- 50% BQMG- 70% AYP- 100% 2011-2012 R-69% M-70% W-88% S-56% RG- 71% MG-79% BQRG- 60% BQMG- 61%

Assis Principal	Marcy Dunavant	BA: Special Education, University of North Florida; MS: Special Education, University of North Florida; Florida Department of Education Certification: Educational Leadership	12	This is my 23rd year in Duval County Public Schools. Over the years I have served as a ESE teacher, Magnet Lead Teacher, Assistant Principal and Elementary Principal. I have worked in a variety of school settings including Title I schools. Coming to Kernan Trail Elementary I will work with the Instructional Team to implement a strong RtI program and ESE program to narrow the achievement gaps in our tests scores. Data from previous school: 2009-2010 R-61% M-52% W-81% S-38% RG-58% MG-52% BQRG-55% BQMG-60% 2010-2011 R-57% M-59% W-73% S-39% RG-58% MG-61% BQRG-58% BQMG-79% 2011-2012 R-38% M-37% W-51% S-30% RG-67% MG-67% BQRG-66% BQMG-76%
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INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading and Math	Christine Schmidt	BA- Elementary Education and Special Education	10	2	While at Kernan I have served as a first grade teacher, a teacher of students with disabilities (SWD) in an inclusive kindergarten classroom and as a School Standards Coach (2004 to 2006). From 2006 to 2009, I worked to lead, mentor and coach other teachers of SWD in the general education classroom setting. The following data is representative of my support of teachers to improve student achievement in the lowest quartile. In 2009-2010, 55 of lowest 25% quartile made gains in math. In 2010-2011, 70 of 25% lowest quartile made gains in math and 50 of lowest 25% quartile made gains in reading. KTE maintained its 'A' status both school years. AYP was met in 2010-2011.

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Review of Resumes All resumes sent to KTE are reviewed for qualified applicants. Look fors include: <ul style="list-style-type: none"> • Elementary experience • Like school experience • Specific grade experience • ESE experience 	Principal Assistant Principal Grade Level Curriculum Leader Teachers ESE Lead Teacher Autistic Site Coach	On-going	
2	3. Soliciting referrals <ul style="list-style-type: none"> • Teacher recommendation • Community recommendation 	Principal	Ongoing	
		Professional Development		

3	4. Partner new teachers with mentor veteran teacher	Facilitator (PDF) Principal	Ongoing	
4	5. Regularly scheduled meetings with new teacher, mentor teacher, PDF and administration	Professional Development Facilitator (PDF) Principal Veteran Teacher New Teacher	Ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
We do not have any staff that are teaching out of field and received less than effective rating.	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
42	2.4%(1)	11.9%(5)	47.6%(20)	38.1%(16)	28.6%(12)	95.2%(40)	7.1%(3)	2.4%(1)	71.4%(30)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Jocelyn Becksmith	Christie Morehouse	Mentor teacher is on same grade level and is part of the school's common core team. Mrs. Becksmith can provide mentoring and additional training on CHAMPS and Common Core Standards.	CHAMPS training Meet weekly to discuss planning
Linda McCain District Cadre Professional Development	New teachers- Christie Morehouse	Assist novice teachers with meeting Florida Professional Certification mandates. Provide mentor	Provide workshops for all novice teachers.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Oversight of the academic and behavioral work of Kernan Trail Elementary is the responsibility of the school's administration. While the administration is ultimately responsible, the operating structure of the school follows the TEAM concept, allowing members opportunities for leadership and to develop an area of expertise while encouraging lifelong learning and professional development. The members of the RtI Leadership Team consist of:

Administration (Principal or Assistant Principal):

- Provides a common vision for the use of data-based decision making
- Ensures that the school-based team is implementing RtI
- Conducts assessment of RtI skills of school staff and ensures grade level discussions are occurring
- Ensures implementation of intervention support and documentation requirements
- Ensures adequate professional development opportunities to support RtI implementation; and
- Communicates with parents regarding school-based RtI plans and activities.

Core Curriculum Leaders (One for ELA, one for Math and one for Science):

- Develops, leads and evaluates school core content standards/programs
- Identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches
- Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies
- Assists with whole school screening programs that provide early intervening services for children to be considered "at risk"
- Assists in the design and implementation for progress monitoring, data collection, and data analysis
- Participates in the design and delivery of professional development
- Supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans
- Provides support for assessment and implementation monitoring

RtI Facilitator (School Counselor):

- Participates on Instructional Support Team
- Acts as liaison for implementation of RtI at the school level and tracks teachers of "at risk" students through the process
- Receives ongoing RtI training and delivers information to school
- Provides direct intervention services to an identified group of students and tracks student progress
- Guides school in using data to make decision about interventions and strategies that support RtI
- Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students through the Problem Solving Team
- Links community agencies to school and families to support the child's academic, emotional, behavioral and social success
- Provides consultation services to students, teachers, parents and administrators
- Provide group and individual student interventions; and conducts direct observation of student behavior.
- Assist teachers with documentation requirements

General Education Teachers:

- Provide information for interventions and strategies about core instruction
- Participates in student data collection; delivers Tier 1 instruction/interventions
- Implements or collaborates with other staff to implement Tier 2 and/or Tier 3 interventions
- Aligns Tier 1 materials/instruction with Tier 2/3 activities and ensures it is done with fidelity

ESE Lead Teacher:

- Participates in student data collection; assists in determination for further assessment through school's Problem Solving Team, integrates core instructional activities/materials into Tier 2 and/or Tier 3 instruction
- Collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.
- Provides consultation with general education teachers regarding interventions, accommodations and modifications for Tier 3 students.
- Provides group and individual student interventions; and conducts direct observation of student behavior
- Participates in bi-weekly Problem Solving Team Meetings

School Technology Coordinators (One from Primary and One from Intermediate):

- Develops or brokers technology necessary to manage and display data
- Provide professional development and technical support to teachers and staff regarding data programs

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

Based on district and state requirements, the RTI Leadership team has four primary functions:

1. Regularly attend all district RTI training;
2. Provide presentations to their school faculty and staff on RTI practices;
3. Review school-wide student performance data, identifying large scale needs and problems at particular grade levels; and
4. Monitor the implementation of the three-tiered Response to Intervention model in their school.

At Kernan Trail Elementary Response to Intervention (RtI) begins with the school's Instructional Support Team (IST). The Principal, Assistant Principal, ESE Lead Teacher, Instructional Coach, Autistic Site Coach and School Counselor serve on the IST and meets weekly to engage in the following:

- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation;
- Identify professional development needs and RTI resources;
- Review universal screening data and link that data to instructional decisions;
- Review progress-monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks;
- Monitor RTI activities developed by the Collaborative Problem Solving Team to assure implementation of interventions with fidelity

In addition to the oversight work of these TEAMS, other building instructional teams (such as professional learning communities, Common Core State Standards Team, grade level curriculum leaders, and core subject leaders) carry the work forward with smaller groups of students.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RTI Problem-solving process is used in developing and implementing the SIP?

The Administration Team, and the IST team will review the 2012 data and develop "red flags" from the data that is used for the goals and objectives for the SIP. The SIP becomes the guiding document for the decisions that are made throughout the school year. The IST/RtI/Problem Solving Team regularly discusses implementation, revises and updates the strategies in the plan based on school data and the needs of the students.

For the most intensive interventions at Tier 3 during the 2012-13 school year, the Problem Solving Team will meet bi-weekly in order to correlate with the school's MDT schedule. Guided discussions are held amongst grade level teams when a pattern develops at Tier 2 or a trend is documented in small group participants. Tier 3 interventions are then discussed at the Problem Solving Team Meeting and parents/guardians are invited to collaborate as a participant.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Kernan Trail uses data from FCAT, FAIR, District Benchmark Assessments, and core curriculum assessments to chart student growth. Data on absenteeism, referrals, and suspensions from Genesis is also used to chart student behavior and the impact it plays on academic success.

Describe the plan to train staff on MTSS.

Representatives from the RtI Strategy Support Team will attend all district RTI training. After district training, the team will debrief to discuss school based roll-out. Roll-out will occur through:

1. Presentations at faculty meetings, PLCs, Grade Level meetings and Early Release training
2. Data meetings to review school wide student performance data, identifying large scale needs and problems at particular grade levels; and
3. Monitoring of RtI model by Principal and Assistant Principal.

Describe the plan to support MTSS.

A RtI block will be built into every classroom schedule. Principal and Assistant Principal will monitor RtI implementation through focus walks and RtI documentation. RTI team meetings will be scheduled bi-monthly to provide both student and teacher support during the RtI process.

Identify the school-based Literacy Leadership Team (LLT).

The school-based Literacy Leadership Team is comprised of one representative per grade level K-5. Each member volunteered to participate on the LLT due to their love of literature and passion for spreading the message that “fosters a love of reading and prepares the student to enjoy a lifetime of reading.” The members of the LLT have all taught reading for three or more years and have all participated consistently in school wide literacy initiatives in the past.

K- Sue Stone

1- Jocelynn Becksmith

2- Susan Booth

3- Pam Evans

4- Shelley Foran

5- Jessica Jones

ESE- Amanda Spain

IST- Christine Schmidt

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The focus and function for the LLT will revolve around the Common Core Standards (CCSS). Full implementation of CCSS in kindergarten through 2nd grade and the exploration of the CCSS by 3rd through 5th grade with-in the structure of the workshop model is the desired outcome to enhance literacy and literacy instruction. The Instructional Coach will lead the team meetings two times a month. The Instructional Coach will maintain documentation of the team's activity along with evidence to determine the team's effectiveness of increasing the use of the CCSS to enhance literacy and literacy instruction. Initially, the team will explore the use of the Common Core Reading series as a tool for instruction. The team will evaluate the impact of professional development through the disaggregation of empirical data and teacher self reflections at each meeting. The team will then align the school wide activities and events to the data. Each member is responsible for disseminating the outcomes of the meetings to their grade levels and soliciting volunteers to participate in the team's main function.

What will be the major initiatives of the LLT this year?

To enhance literacy instruction, the Instructional Coach will meet monthly with a representative from each grade level to discuss literacy. The LLT serves as a group who aims to advance the CCSS to enhance literacy and literacy instruction for teachers, students and families. The LLT plans and facilitates school wide literacy activities and events for students and families that align with CCSS and the district's “Read it Forward Jax” initiative. The team will maintain the focus “on improving reading performance for students in grades K-5” through the study of Common Core State Standards aligning with the mission of the Duval County Public School System's commitment “to providing high quality educational opportunities that will inspire all students to acquire and use the knowledge and skills needed to succeed in a global economy and culturally diverse world”. The Instructional Coach will:

- Arrange the LLT meetings
- Observe members to seek models for other teachers
- Arrange visits to LLT members classrooms for colleagues
- Model literacy demonstration lessons
- Provide One on One conferencing with individual teachers
- Engage in Co-teaching with individual teachers
- Facilitate Training
- Contribute to RTI support
- Lead Data analysis
- Support the LLT's Planning and Facilitation of Parent Academic Nights
- Generate School Wide Literacy Activities and Events for National Literacy Month

Kernan Trail will participate in the “Read It Forward Jax” campaign. We are committed to focus on improving reading performance for students in kindergarten-fifth grades. Our teachers will receive additional professional development opportunities through PLCs and district workshops. Some of our planned activities to enhance reading will include students reading for at least 30 minutes each day as well as:

- Family Common Core Academic Night- Designed to introduce Common Core Standards.
- Family Reading Night - Designed to provide parents with strategies that they can use at home that support their students.
- Monthly Book of The Month
- Monthly Book Nook with the Principal
- Monthly Book Club with the Instructional Coach for second grade students
- National Literacy Month School Wide Literacy Activities and Events
- Partnering with Pablo Creek Public Library to expand reading into our community
- Author's Tea – Where students have the opportunity to write and showcase their individual published books

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	30% (87)
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% of all 3rd, 4th and 5th grade students will achieve a level 3 on the 2013 Reading portion of the Florida Comprehensive Assessment Test.	35% (103)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited understanding of Common Core Standards and the level of rigor involved.	Instructional Coach will provide continual training on Common Core	Instructional Coach Principal	Feedback and reflection from teachers	Training Agendas Teacher's exit tickets
2	Teachers not understanding best practice and pedagogy to reach the needs of all students	All kindergarten through fifth grade reading teachers will implement the Readers Workshop Model and deliver differentiated literacy instruction for at least 90 minutes each day.	Principal, Assistant Principal	Lesson plans will be written in the workshop model format which will include differentiation documentation and will be reviewed during classroom walkthroughs.	Classroom walkthrough log Review of lesson plans Standardized Assessment should reflect student growth for all students
3	Limited understanding of assessments and the role they play in determining instructional strategies.	All ELA teachers will administer baseline assessments in Reading such as FAIR, DRA, and District Benchmark.	Teachers, Instructional Coach, Principal, Assistant Principal	Analysis of baseline data	Print out of baseline scores by teacher and by grade level

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	39% (113)
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% of all 3rd, 4th and 5th grade students will achieve a level 4 or above on the 2013 Reading portion of the Florida Comprehensive Assessment Test.	44% (129)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Creating effective lesson plans that include differentiation and rigor.	All teachers will indicate differentiation in lesson plans on how they will alter the daily instruction to meet the needs of their low and high achievers.	Principal, Assistant Principal	Review lesson plans	Lesson Plans FCAT Results FAIR District Benchmark Assessments
2	Limited skills and training to know how to reach "above average" students.	All ELA teachers will attend bi-monthly curriculum PLCs to enhance skills in differentiating instruction for high achievers by learning strategies to include information text reading, utilizing text features to provide evidence from the text, text-dependent questioning, and close reading.	Principal, Assistant Principal, Instructional Coach	Principal will meet with Instructional Coach weekly to determine focus for PLCs. Administrators will attend PLCs and complete focus walks.	PLC Agendas
3	Limited understanding of FCAT achievement levels.	All ELA teachers will receive 2012 FCAT data indicating the Achievement levels for all students	Principal Assistant Principal	Review data and achievement levels with faculty during pre-planning.	Pre-planning Agenda Printout of data Benchmark Data FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	71% (117)
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% of eligible students will make learning gains in reading.	75% (125)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited skills and training on how to provide strategies and increased rigor for struggling students.	All ELA teachers will attend bi-monthly curriculum PLCs to enhance skills in differentiating instruction	Principal, Assistant Principal, Instructional Coach	Principal will meet with Instructional Coach weekly to determine focus for PLCs. Administrators will attend PLCs and complete focus walks.	PLC Agendas
2	Creating effective lesson plans that include differentiation	All teachers will indicate in lesson plans in the differentiation section, how they will alter the daily instruction to meet the needs of their struggling students by listing student's DRA level, material used and frequency of meeting with the teacher.	Principal , Assistant Principal	Review lesson plans	Lesson Plans Benchmark Data FCAT Results
3	Lack of understanding of the RtI model and the importance for the instruction to occur daily and based on data.	All low quartile students will receive RtI which has been schedule into the academic day in addition to the reading block.	Principal Assistant Principal	Focus Walks of RtI	RtI Notebook RtI documentation checklist Mini-assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	60%(27)
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% of the lowest 25% will make learning gains in reading.	70% (32).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Understanding low quartile and how it relates to FCAT.	All 3rd, 4th and 5th grade teachers will receive a copy of the 2012 FCAT data, outlining the low quartile students.	Principal Assistant Principal	Review data and achievement levels with faculty during pre-planning	Lesson Plans Pre-planning Agenda Printout of data Inform data FCAT Benchmark FAIR
2	Lack of understanding in quality RtI instructional delivery and documentation.	All teachers will receive training on RtI documentation and type of instruction to use during RtI.	Principal, Assistant Principal, Guidance Counselor	Focus Walks of RtI	Agenda from RtI training RtI Notebook RtI documentation checklist

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	KTE will reduce the reading achievement gap by 50% making 83% of students meeting 3 or higher on the FCAT by 2017.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	69	71	74	77	80	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black,	
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Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Kernan Trail will reduce students in subgroups not making satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 71%(445), Black 69%(432), Hispanic 57%(357), Asian 77%(482)	White 71% (452), Black 60% (382), Hispanic 72% (458), Asian 75% (477)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	All 3rd-5th grade teachers will complete a Data Sheet, identifying all of the different subgroups in their classroom student by student.	Principal Assistant Principal	Progress reports for low-quartile students will be submitted with RtI documentation and grade book.	Progress reports
2	NA	All students that scored level 1 or a level 2 in any subgroup will receive at least 2 days/week of RtI.	Principal Assistant Principal	Focus Walks of RtI	Progress reports
3	NA	All Non-AYP subgroups students that scored a level 1 or a level 2 will receive at least 2 days/week of RtI.	Principal Assistant Principal	Focus Walks of RtI	RtI Notebook Focus walk documentation
4	Lack of understanding for instructional strategies for students that do not have parental support.	All students in the "Black" subgroup will be strategically placed based on student need.	Principal, Assistant Principal,	Focus Walks Teacher conferences Early Release Training	Focus Walk Logs Conference documentation Early Release Agendas
5	Teacher lack of ability in understanding and being constant in student expectations.	All teachers will use CHAMPS/Foundations as their first alternative to reducing inappropriate behaviors.	Teachers Principal Assistant Principal	Focus Walks Processing of Referrals	Documentation of referrals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	75% (9/12).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Reduce the number of ELL students not making satisfactory progress in reading by 10%.	65% (10/15)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Scheduling the ELL	ELL paraprofessional will	Guidance Counselor	Review of contact time	CELLA Scores

1	paraprofessional to meet the needs of every student.	provide additional classroom support for ELL students.	(ELL Contact) , Principal	paraprofessional is servicing students.	
2	Understanding ELL strategies	ELL training provided to teachers	Guidance Counselor, Principal, Assistant Principal	Review of Lesson Plans	Lesson Plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	62%(21/34)
2012 Current Level of Performance:	2013 Expected Level of Performance:
Reduce the number of ESE students not making satisfactory progress in reading by 7%.	55% (15/27)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Understanding the use of RtI with ESE students.	Provide support to students through the use of RtI and specialized curriculum	VE Lead Teacher, CSS Site Coach, Guidance Counselor, Principal, Assistant Principal	Review RtI notebooks	Lesson Plans RtI Notebook
2	Understanding accommodations for ESE students.	Provide training for teachers on ESE accommodations.	VE Lead Teacher, Guidance Counselor, Principal, Assistant Principal	Review of Lesson Plans for documentation	Lesson Plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	38%(51)
2012 Current Level of Performance:	2013 Expected Level of Performance:
Reduce the number of Economically Disadvantaged students not making satisfactory progress in reading by 5%.	33% (45)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers understanding the RtI process.	Provide RtI training to teachers to include scheduling, materials, and strategies.	Guidance Counselor, Principal, Assistant Principal	Review of RtI notebooks	RtI Notebooks FCAT Scores

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
ELL Strategies	K-5	Guidance Counselor	K-5	November 2012	Lesson Plans	Principal and Assistant Principal
ESE Accommodations	K-5	VE Lead Teacher CSS Site Coach Guidance Counselor	K-5	November 2012	Lesson Plans	Principal and Assistant Principal
Introduction to the Common Core State Standards (CCSS)	K-5	Instructional Coach, Common Core Team	school as a whole	8/13/2012	8/13/2012	Principal and Assistant Principal
See Common Core in Action (video clips from Teach Channel)	K-5	Instructional Coach, Common Core Team	school as a whole	8/15/2012	Exit Tickets	Principal and Assistant Principal
Debrief & Discuss basic understanding of CCSS, learning, feelings and questions	K-2	Instructional Coach, Common Core Team	K-2	8/16/2012	Exit Tickets	Principal and Assistant Principal
A Look at Data	3-5	Principal, Assistant Principal	3-5	8/16/2012	Exit Tickets, Teacher Data Sheets	Principal and Assistant Principal
Review of Anchor Standards Are your lessons aligned to the CCSS?	K	Instructional Coach	K	8/28/2012	Exit Tickets, Lesson Plans	Principal and Assistant Principal
Unpack CCSS Anchor Standards Closer Look at Anchor Standard 1 – seeking out the Verbs and the Nouns	1 & 2	Instructional Coach	1 & 2	8/28/2012	Exit Tickets	Principal and Assistant Principal
The CCSS Anchor Standards Learning Trajectories of Reading Literature: Standard 1 and 10	3-5	Instructional Coach	3-5	8/28/2012	Exit Tickets	Principal and Assistant Principal
Developing Positive Home School Relationships	K-5	Guidance Counselor, CSS Site Coach	K-5	9/5/2012	Exit Tickets, Parent Contact Log	Principal and Assistant Principal
Common Core Standards	K-5	Instructional Coach	K-5	Ongoing	Exit Tickets, Lesson Plans	Principal and Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Standards K-5	Unpacking and implementation of CCSS		\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Rtl Instruction for teachers	Provide RtI training to teachers including scheduling, materials, strategies		\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Academic Nights	Provide training to parents on academic goals and strategies to use at home		\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking.		Increase students scoring proficient by 5% in listening/speaking.			
CELLA Goal # 1:					
2012 Current Percent of Students Proficient in listening/speaking:					
29%(11)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Scheduling the number of students for one paraprofessional	ELL paraprofessional will provide additional classroom support for ELL students.	Guidance Counselor (ELL Contact) , Principal	Review of contact time paraprofessional is servicing students.	CELLA Scores
2	Understanding ELL strategies for listening/speaking.	ELL strategy training provided to teacher	Guidance Counselor, Principal, Assistant Principal	Review of documentation in lesson plans.	Lesson plans.

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading.

CELLA Goal #2:

Increase students scoring proficient by 5% in reading.

2012 Current Percent of Students Proficient in reading:

26%(10)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Scheduling the number of students for one paraprofessional.	ELL paraprofessional will provide additional classroom support for ELL students.	Guidance Counselor (ELL Contact) , Principal	Review of contact time paraprofessional is servicing students.	CELLA Scores
2	Understanding ELL strategies for reading .	ELL strategy training provided to teacher.	Guidance Counselor, Principal, Assistant Principal	Review of documentation in lesson plans.	Lesson Plans

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.

CELLA Goal #3:

Increase students scoring proficient by 5% in writing.

2012 Current Percent of Students Proficient in writing:

13%(5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Scheduling the number of students for one paraprofessional.	ELL paraprofessional will provide additional classroom support for ELL students.	Guidance Counselor (ELL Contact) , Principal	Review of contact time paraprofessional is servicing students.	CELLA Scores
2	Understanding ELL strategies for writing	ELL strategy training provided to teacher	Guidance Counselor (ELL Contact) , Principal, Assistant Principal	Review of documentation in lesson plans.	Lesson Plans

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	31%(91)
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% of all 3rd, 4th and 5th grade students will achieve a level 3 on the 2013 Math portion of the Florida Comprehensive Assessment Test.	36% (105)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited understanding of best practice and pedagogy to implement differentiated instruction. Lack of fidelity of implementation.	All kindergarten through fifth grade Math teachers will implement the Math Workshop Model and deliver differentiated instruction for at least 60 minutes each day.	Principal, Assistant Principal	Lesson plans will be written in the workshop model format and will be reviewed during classroom walkthroughs.	Classroom walkthrough log Review of lesson plans FCAT Results
2	Lack of understanding in primary grades with standards correlation between primary (k-2) and intermediate (3-5).	All k-2 math teachers will administer and analyze baseline assessments for grade level readiness and implement CCSS mathematical practices	Teachers, Instructional Coach, Principal, Assistant Principal	Analyze assessment data to determine readiness, intervention groups.	DCPS developed math assessments for K, 1 and 2
3	Limited understanding of the role assessments play in determining instructional strategies.	All 3rd through 5th math teachers will administer and analyze baseline assessments in Mathematics.	Teachers, Instructional Coach, Principal, Assistant Principal	Assist with the analysis of baseline data	Print out of baseline scores by teacher and by grade level.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	39%(115)
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% of all 3rd, 4th and 5th grade students will achieve a level 4 or above on the 2013 Math portion of the Florida Comprehensive Assessment Test	44% (129)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited understanding of FCAT achievement levels for above proficiency.	All Math teachers will receive 2012 FCAT data indicating the Achievement levels for all students	Principal, Assistant Principal, Instructional Coach	Review data and achievement levels with faculty during pre-planning.	Pre-planning Agenda Printout of data
2	Limited knowledge in the skills and training to know how to reach "above average" students.	All Math teachers will attend bi-monthly curriculum PLCs to enhance skills in differentiating instruction for high achievers	Principal, Assistant Principal, Instructional Coach	Administrators will attend PLCs and complete focus walks.	PLC Agendas Focus Walk Documentation
3	Creating effective lesson plans that include differentiation and academic rigor use of Envisions curriculum, study guides, and use of journals daily to record mathematical thinking.	All teachers will indicate in lesson plans in the differentiation section, how they will alter the daily instruction to meet the needs of their high achievers.	Principal, Assistant Principal	Review lesson plans	Lesson Plans District Benchmark Assessments FCAT Results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	79%(130)
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% of eligible students will make learning gains in mathematics.	84% (139)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers having limited knowledge of skills and training to know how to provide strategies for struggling students	All Math teachers will attend bi-monthly curriculum PLCs to enhance skills in differentiating instruction.	Principal, Assistant Principal, Grade Level Curriculum Leader	Administrators will attend PLCs and complete focus walks	PLC Agendas IXL reports Focus Walk Documentation FCAT District Benchmark Assessment
2	Creating effective lesson plans that include differentiation.	All teachers will indicate in lesson plans in the differentiation section, how they will alter the daily instruction to meet the needs of their struggling students in our math low quartile group.	Principal, Assistant Principal	Review lesson plans	Lesson Plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.	60%(27).
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Mathematics Goal #4:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% of the 25% of students will make learning gains in mathematics	65% (29)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of understanding of how to interpret data and group students for RtI.	All teachers will receive training on RtI documentation and type of instruction to use during RtI.	Principal, Assistant Principal, Guidance Counselor	Focus Walks of RtI	Agenda from RtI training RtI Notebook RtI documentation checklist
2	Understanding low quartile and how it relates to FCAT.	All 3rd, 4th and 5th grade teachers will receive a copy of the 2012 FCAT data, outlining the low quartile students.	Principal, Assistant Principal	Review data and achievement levels with faculty during pre-planning	Lesson Plans Pre-planning Agenda Printout of data

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	KTE will reduce the math achievement gap by 50% making 83% of students meeting 3 or higher on the FCAT by 2017.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	70	69	71	74	77	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Kernan Trail will reduce students in subgroups not making satisfactory progress.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
White 76%(476), Black 54%(338), Hispanic 60%(376), Asian 90%(563)	White 74%(471), Black 53%(337), Hispanic 70%(445), Asian 84%(534)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	All 3rd through 5th grade Math teachers will complete a Data Sheet, identifying all of the different subgroups student by student.	Principal, Assistant Principal	Progress Reports for subgroups will be submitted with RtI documentation.	Progress Reports
	NA	All students that scored	Principal	Focus Walks of RtI	RtI notebooks

2		level 1 or a level 2 in any subgroup will receive at least 2 days/week of RtI.	Assistant Principal		Focus Walk documentation
3	Lack of understanding for instructional strategies for students that do not have parental support.	All students in the "black" subgroup will be strategically placed on student need.	Principal, Assistant Principal, Behavioral Support Representative	Focus Walks Teachers conferences Early Release Training	Focus Walk Logs Conference documentation PLC Agendas
4	Teacher lack of ability in understanding and being constant in student expectations.	All teachers will use CHAMPS/Foundations as their first alternative to reducing inappropriate behaviors.	Teachers Principal Assistant Principal	Focus Walks Processing of Referrals	Documentation of referrals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	75% (9/12)
2012 Current Level of Performance:	2013 Expected Level of Performance:
Reduce the number of ELL students not making satisfactory progress in mathematics by 10%.	65% (10/15)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Scheduling the ELL paraprofessional to meet the needs of all students.	ELL paraprofessional will provide additional classroom support for ELL students.	Guidance Counselor (ELL Contact) , Principal	Review of contact time paraprofessional is servicing students.	CELLA Scores FCAT Scores
2	Understanding ELL strategies	ELL training provided to teachers	Guidance Counselor, Principal, Assistant Principal	Review of Lesson Plans.	Lesson Plans FCAT Scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	59% (20)
2012 Current Level of Performance:	2013 Expected Level of Performance:
Reduce the number of SWD students not making satisfactory progress in mathematics by 5%.	54% (18)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Understanding the use of RtI with ESE students.	Provide support to students through the use of RtI and specialized curriculum	VE Lead Teacher, CSS Site Coach, Guidance Counselor,	Review of RtI notebooks for documentation	Lesson Plans RtI notebooks FCAT Scores

			Principal, Assistant Principal		
2	Understanding accommodations for ESE students	Provide training for teachers on ESE accommodations and on specialized ESE curriculums including PCI and Number Worlds	VE Lead Teacher, Guidance Counselor, Principal, Assistant Principal	Review of Lesson Plans for documentation	Lesson Plans FCAT Scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	38% (51)
2012 Current Level of Performance:	2013 Expected Level of Performance:
Reduce the number of Economically Disadvantaged students not making satisfactory progress in mathematics by 5%.	33% (45)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Understanding of the RtI process by teachers.	Provide RtI training to teachers to include scheduling, materials and strategies.	Guidance Counselor Principal Assistant Principal	Review RtI Notebooks	RtI Notebooks FCAT Scores

End of Elementary School Mathematics Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards	K-5	Instructional Coach	School-wide	Ongoing	Exit Tickets, Lesson Plans	Principal and Assistant Principal
ELL Strategies	K-5	Guidance Counselor	School-wide	November 2012	Lesson Plans	Principal and Assistant Principal
ESE Accommodations	K-5	VE Lead Teacher CSS Site Coach Guidance Counselor	School-wide	November 2012	Lesson Plans	Principal and Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Standards K-5	Unpacking and Implementation of CCSS		\$0.00
			Subtotal: \$0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Computer Math Program IXL	Math computer program that allows students to work on individualized needs. Program can be used at home and school.	School	\$2,500.00
			Subtotal: \$2,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
RtI Instruction for teachers	Provide RtI training to teachers including scheduling, materials, and strategies.		\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Academic Nights	Provide training to parents on academic goals and strategies to use at home.		\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,500.00

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.		39% (37)			
Science Goal # 1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
44% of students in the 5th grade will score a level 3 in Science on the Florida Comprehensive Assessment Test.		44% (41)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers not implementing the 5E model of instruction for science with fidelity.	Students will receive instruction through the 5 E instructional format	Classroom teachers, Principal, Science Lead Teacher	Focus Walks	Focus Walk Documentation FCAT Scores
2	Teachers not understanding the importance of science journals.	All students will use science lab journals to document hands-on investigations.	Classroom teachers, Principal, Science Lead Teacher	Student journals will be reviewed to determine effectiveness of instruction during PLCs.	Student journals Science Tests Focus Walk documentation FCAT Scores
3	Student journals Science Tests Focus Walk documentation FCAT Scores	Teacher will develop science lessons infused as part of reading instruction.	Principal, Assistant Principal	Science exploration activities will be evident in lesson plans including the use of GIZMOS.	Lesson Plans FCAT Scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define

areas in need of improvement for the following group:

1b. Florida Alternate Assessment:
Students scoring at Levels 4, 5, and 6 in science.

Science Goal #1b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.

18% (17)

Science Goal #2a:

2012 Current Level of Performance:

2013 Expected Level of Performance:

23% of students in the 5th grade will score a level 4 or higher in Science on the Florida Comprehensive Assessment Test.

23% (22)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Creating effective lesson plans that include differentiation and academic rigor.	All teachers will indicate in lesson plans in the differentiation section, how they will alter the daily instruction to meet the needs of their high achievers.	Principal, Assistant Principal	Review Lesson Plans	Lesson Plans
2	Limited understanding of FCAT 2.0 Science Item Specifications.	All 5th grade science teachers will receive a copy of the 2012 FCAT 2.0 Science Item Specifications.	Principal, Assistant Principal	Review lesson plans for specific standard, benchmark and complexity.	Lesson Plans FCAT Scores
3	Funding for materials.	Students will participate in a science fair. All K-4 classes will have a class project and 5th grade will have partner projects.	Science Lead Instructional Coach Principal	Review of the Science Projects	Science Projects

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment:

Students scoring at or above Achievement Level 7 in science.				
Science Goal #2b:				
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Review of the 5E lesson plan model	K-5	Science Lead Teacher	K-5 science teachers	December 2012	Review Lesson Plans	Principal and Assistant Principal
Science Academy	5th	District	5th grade teachers	Monthly	Principal and Assistant Principal will monitor the implementation of Science Academy materials in the classroom.	Principal, Assistant Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
GIZMO Science program	Students will be able to explore experiments via the computer program for greater understanding of concepts.		\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Science Family Night	Provide training to parents on the scientific process and thinking.		\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:		88% (75)			
2012 Current Level of Performance:			2013 Expected Level of Performance:		
90% of 4th grade students will score a level 4 or higher on the writing portion of the Florida Comprehensive Assessment Test.		90% (77)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited understanding in how to score writing prompts using the state's 6.0 rubric.	All 4th grade ELA teachers will use anchor papers so students understand what is good enough and the state's rubric for scoring 4th grade writing prompts.	Instructional Coach, Principal, Assistant Principal	A school wide consistent method for scoring student prompts will be established. All students will have a writing portfolio which will be used consistently throughout the year to show growth over time.	District Writing Prompts Writing Portfolios FCAT Scores
2	Lack of understanding of conferencing strategies	Teachers will conference with students daily noting next steps for students.	Classroom Teachers Principal, Assistant Principal	Focus Walks where administration will monitor revision and editing process by reviewing student drafts.	Conference Logs FCAT Scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Understanding the Rubric	Writing 4th grade	District	4th grade teachers	October 2012	Review of Writing Scores for District provided prompts.	Principal, Assistant Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Use of Write Score	3rd and 4th grade students receive prompt which is scored and analyzed. Teachers use data to guide their instruction in writing.	School	\$2,175.47
			Subtotal: \$2,175.47
			Grand Total: \$2,175.47

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Attendance	
Attendance Goal # 1:	Increase attendance rate to 97%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95%(585)	97%(600)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
31%(193)	29%(183)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
14%(84)	12%(76)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Education of parents on the importance of attendance and their student's academic success.	Monthly Attendance Intervention Team meetings will be held for all students identified by the district to have excessive absences/tardies. An Attendance Contract will be created in the meeting and monitored.	CRT Guidance Counselor District Truancy Officer Teacher Parent/ Guardian	The District Truancy Officer will monitor families that the team has met with for attendance compliance.	District monitors
2	Reaching ALL parents and guardians with our message of attendance and academic importance.	Educate parents about the correlation of attendance and academic achievement by providing a column 3 times a year in the School Monthly Newsletter.	Assistant Principal, Guidance Counselor	Quarterly review of the attendance numbers.	Genesis Attendance Reports
3	NA.	Provide attendance award certificates and business partner incentives to students quarterly	CRT operator, Guidance Counselor, Assistant Principal	Completion of Award Certificates	Award Certificates

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Student awards for perfect attendance	Certificates	School	\$50.00
			Subtotal: \$50.00
			Grand Total: \$50.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Out of school suspension will decrease by 1%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
Previously, Kernan Trail does not have in-school suspension. Students needing direct attention for behavioral issues are referred the Principal's office for a "time out." In school suspension will be incorporated into the school to reduce the number of out of school suspensions.	5 students
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
Previously, Kernan Trail does not have in-school suspension. Students needing direct attention for behavioral issues are referred the Principal's office for a "time out."In school suspension will be incorporated into the school to reduce the number of out of school	5 students

suspensions.	
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
4% (24)	3%(19).
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
4% (24)	3%(19)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Novice and new teachers not understanding the KTE School Wide Rituals and Routines.	The Foundations team will educate teachers on the implementation of School Wide Rituals and Routines in all classrooms.	Principal, Assistant Principal, Foundations Team	The Principal and the Assistant Principal will complete Focus Walks to determine the Rituals and Routines have been established in all classrooms.	Focus Walk Documentation Discipline Referral Data
2	All teachers not trained in CHAMPS	Provide training for teachers in CHAMPS training.	School Based CHAMPS trainer Principal, Assistant Principal	Monitoring classrooms for the use of CHAMPS.	Rituals and Routine Checklists Attendance forms for CHAMPS training
3	Not all Common Areas have developed lesson plans.	Re-teach Common Area plans twice a year	Foundations Team, Principal, Assistant Principal	Administration will conduct Focus Walks for rituals and routines.	Focus Walk Forms

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Foundations Training	K-5	District	Foundations Team and Principal	Twice a year	Implementation of Foundations/ CHAMPS in all areas of the school	Principal, Assistant Principal, Foundation Team

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Student recognition for good citizenship	Certificates	School	\$50.00
			Subtotal: \$50.00
			Grand Total: \$50.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		Increase parent involvement 20%.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
40%(250)		60%(378)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents do not know when the meetings are held.	All PTA functions, including monthly PTA meetings, will be published in the monthly newsletter, webpage, ParentLink and on the school marquee.	Assistant Principal	Quarterly review of the volunteer hours at KTE.	Volunteer Sign in log
2	Funding	Academic Family Nights will be held throughout the school year to encourage parents to participate in their student's education.	Principal Assistant Principal Curriculum Team PTA Board	Curriculum Team will review the attendance at each function	Attendance at each Family Night Climate Survey

(PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		100% of our 5th grade students will be proficient in the use of technology for online assessments.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Minimal use of online assessments.	Students will practice by taking LSA math tests on line.	Teacher, School Technology Coach, Principal	Compare results of online assessment scores vs. paper assessment scores	Teacher made math assessments District LSAs

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Additional Goal(s)

Instructional Coach Position Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Instructional Coach Position Goal Instructional Coach Position Goal #1:		Kernan Trail Elementary hired an Instructional Coach to assist the understanding of Common Core State Standards for the faculty.			
2012 Current level:		2013 Expected level:			
Due to severe budget cuts and the class size amendment, Kernan Trail had to cut the Instructional Coach Position.		Instructional Coach will facilitate training and implementation of Common Core State Standards			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of understanding of Common Core State Standards by teachers	Teachers will receive training with modeling of how to implement Common Core State Standards	Instructional Coach, Principal	Observations in classrooms	Focus Walk forms

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Instructional Coach Position Goal(s)

Safety Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Safety Goal Safety Goal #1:	To decrease Student Accident Reports by 1%
2012 Current level:	2013 Expected level:
5% (31)	4% (25)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	CHAMPS is not developed for all common areas of the school.	Implement CHAMPS in all common areas of the school so that students have a clear understanding of expectations and procedures for safety	Principal Asst. Principal Foundations Team	Foundations Team will review Student Accident Reports quarterly	Student Accident Reports Foundation Surveys

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Safety Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Common Core Standards K-5	Unpacking and implementation of CCSS		\$0.00
Mathematics	Common Core Standards K-5	Unpacking and Implementation of CCSS		\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Computer Math Program IXL	Math computer program that allows students to work on individualized needs. Program can be used at home and school.	School	\$2,500.00
Science	GIZMO Science program	Students will be able to explore experiments via the computer program for greater understanding of concepts.		\$0.00
				Subtotal: \$2,500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	RtI Instruction for teachers	Provide RtI training to teachers including scheduling, materials, strategies		\$0.00
Mathematics	RtI Instruction for teachers	Provide RtI training to teachers including scheduling, materials, and strategies.		\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Parent Academic Nights	Provide training to parents on academic goals and strategies to use at home		\$0.00
Mathematics	Parent Academic Nights	Provide training to parents on academic goals and strategies to use at home.		\$0.00
Science	Science Family Night	Provide training to parents on the scientific process and thinking.		\$0.00
Writing	Use of Write Score	3rd and 4th grade students receive prompt which is scored and analyzed. Teachers use data to guide their instruction in writing.	School	\$2,175.47
Attendance	Student awards for perfect attendance	Certificates	School	\$50.00
Suspension	Student recognition for good citizenship	Certificates	School	\$50.00
				Subtotal: \$2,275.47
				Grand Total: \$4,775.47

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Fund resources to promote daily attendance by students.	\$0.00

Describe the activities of the School Advisory Council for the upcoming year

Truancy – To ensure that the parents understand the importance of daily school attendance.
Communications – To ensure that the parents and community know and understand the role of the School Advisory Council .
Business Partners – To assist in the obtaining business partners to help the school.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Duval School District KERNAN TRAIL ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	85%	69%	61%	297	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	66%	68%			134	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	50% (YES)	70% (YES)			120	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					551	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Duval School District KERNAN TRAIL ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	79%	84%	65%	307	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	55%			124	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	65% (YES)	56% (YES)			121	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					552	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested